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ABSTRACT

The Status of Reading Programs Committee of the Connecticut Association for Reading Research devised and sent a survey questionnaire which was returned by 43 percent of its membership, representing 33 different school systems in Connecticut. It was reported that the ratio of reading personnel to classroom teachers was 1:54 at the elementary level, 1:32 at the junior high and middle school level for teachers of English, mathematics, science, and social studies, and 1:69 for high school teachers of the same subjects. The ratio of reading personnel to students was 1:1,126 at the elementary level, 1:711 at the junior high level, and 1:1,605 at the high school level. Fifty-eight percent of the school systems paid no salary differential to reading personnel. The range of salary differential paid by the remaining 42 percent was from $200.00 to $2,000.00. The responsibilities of reading specialists are listed in order of the frequency with which they were mentioned. Based on survey analysis, specific recommendations are made for work load, number, and salary of various reading personnel and for hiring of noncertified personnel. (CM)

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recommendations

FOR READING PROGRAMS

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Through the publication of this report, the Connecticut Association for Reading Research—Connecticut's only statewide organization for reading specialists—has attempted to provide practical and useful guidelines for those who hire and assign duties to school reading specialists.

The recommendations in this report grew out of a study conducted by the C.A.R.R. Status of Reading Programs Committee. This study was based on responses to a survey constructed by members of the Committee of present practices in Connecticut schools.

The findings and recommendations of this report were presented to the total membership of the Connecticut Association for Reading Research for their reaction. They were then revised according to members' suggestions and, in October, 1968, were formally adopted by unanimous vote of the membership.

In this report, reading specialists give authoritative answers to many of the questions so frequently raised by those concerned with building strong school programs in reading education for Connecticut's children and youth.

Administrators, school board members, and others concerned with hiring and assigning duties to reading personnel are urged to give careful consideration to each recommendation.

Robert Farrar Kinder
English and Reading Consultant
Connecticut State Department of Education

Survey Results

The Status of Reading Programs Committee of the Connecticut Association for Reading Research conducted a recent survey to collect information of vital concern to reading personnel in Connecticut. The reason for this survey was to assess the current status of reading personnel in Connecticut in order to formulate appropriate recommendations concerning a reasonable work load for reading personnel.

A planning session was held on December 12, 1967, at Southern Connecticut State College with the members of this committee (Mildred Coulombe, Helen Ferdinandus, Eleanor Foster, Clara Capasso, Yolanda Di Leone, and Nicholas Criscuolo, Chairman) and Dr. Robert F. Kinder, English and Reading Consultant for the State Department of Education. At this meeting, a questionnaire entitled "Survey of Present Reading Programs" was constructed. The purpose of this Survey was to obtain information basic for the work of the Committee.

Procedure for Data Collection. The Survey drafted by the Committee was mailed on December 26, 1967, to 128 members on the Active Membership List of C.A.R.R. Of the 128 forms mailed, 56 were returned to the Chairman. This represented a response of 43 per cent. These 56 completed questionnaires represented 33 different school systems in Connecticut. These school systems were:

1. Avon
2. Bloomfield
3. Branford
4. Bristol
5. Canton
6. Cheshire
7. Colchester
8. East Hartford
9. East Lyme
10. Fairfield
11. Farmington
12. Greenwich
13. Hamden
14. Hartford
15. Middletown
16. Milford
17. Morris/Warren/Goshen
18. New Haven

19. Newington
20. Norwalk
21. Norwich
22. Plainville
23. Portland
24. Seymour
25. South Windsor
26. Stamford
27. Wallingford
28. Watertown
29. West Hartford
30. West Haven
31. Winchester
32. Windham
33. Woodbridge

Even though 33 is a small percentage of the total number of school systems in Connecticut, it should be noted that these 33 represent a variety of the types of local school districts in the state as a whole. Thus, results from these 33 may be characterized as representative of the state as a whole.

Analysis of Data. In order to facilitate the analysis of data, the size of the student population of each school system was taken into account. This permitted the division of the data into three separate categories:

1,000- 4,999 students—(Small school system)
5,000- 9,999 students—(Medium school system)
10,000-20,000+ students—(Large school system)

An analysis of the data collected (a portion of which is presented in Tables I and II) reveals that at the elementary level (K-8) the ratio of reading personnel to classroom teachers was 1:54 and the ratio of reading personnel to students was 1:1,126. At the junior high and middle school level, the ratio of reading personnel to teachers of English, mathematics, science and social studies was 1:32. At the junior high level (7-8) the ratio of reading personnel to students was 1:711. At the senior high level (9-12) the ratio of reading personnel to teachers in the areas of English, mathematics, science and social studies was 1:69 and the ratio of reading personnel to students was 1:1,605.

TABLE I

RATIO OF READING PERSONNEL TO TEACHERS AND STUDENTS AT ELEMENTARY LEVEL

N=32

Size of School System	No.	Level	Range		Average	
			Teachers	Students	Teachers	Students
Large	0	K-5	——	——	——	——
	3	K-6	1:33-1:67	1:1,106-1:1,520	1:47	1:1,231
	4	K-8	1:23-1:88	1:878-1:2,000	1:51	1:1,426
Medium	1	K-5	1:39	1:700	1:39	1:700
	6	K-6	1:34-1:323	1:642-1:1,700	1:117	1:1,334
	0	K-8	——	——	——	——
Small	3	K-5	1:19-1:36	1:350-1:875	1:26	1:691
	14	K-6	1:18-1:147	1:337-1:2,100	1:54	1:1,071
	1	K-8	1:45	1:1,585	1:45	1:1,585

TABLE II

RATIO OF READING PERSONNEL TO STUDENTS AT JUNIOR AND SENIOR HIGH SCHOOL LEVELS

N=21:23

Size of School System	No.	Level	Range	Average
Large	3	7-8	1:485-1:1,547	1:945
	7	9-12	1:1,000-1:5,340	1:2,355
Medium	5	7-8	1:423-1:900	1:698
	5	9-12	1:746-1:2,500	1:1,717
Small	13	7-8	1:162-1:710	1:492
	11	9-12	1:300-1:1,250	1:743

Six school systems reported no reading personnel at all. Six school systems reported no reading personnel at the junior high and middle school level. Nine school systems reported no reading personnel at the high school levels.

Salary Differential. On the question of a salary differential for certified reading personnel, it was determined that of the 33 school systems reporting 14 paid a differential to their reading personnel while 19 did not. This means that 58 per cent of the school systems which participated in this survey paid no differential to their certified personnel specially trained in the field of reading.

The range of salary differential paid was from $200.00 to $2,000.00 (this last figure was for a twelve-month position). The average differential was $700.00.

Supervisor of Reading (K-12). Only eight of the 33 school systems reporting employed a Supervisor of Reading, K-12. This figure represented 25 per cent of the total number of school systems reporting.

Non-Certified Personnel. Thirty per cent of the school systems reported that they hired non-certified personnel to do remedial reading work with children. It is believed that most of these personnel have been hired as part of state and Federal reading projects.

Responsibilities of Reading Consultants. Fifty-seven per cent of the reading specialists who responded to this survey indicated corrective and remedial work with students as their *major* responsibility, 24 per cent listed consultative work with teachers as their *major* responsibility, and 15 per cent named both work with teachers and students as a major responsibility. Table III lists, in order of frequency, the responsibilities named by these reading specialists.

TABLE III

RESPONSIBILITIES OF READING SPECIALISTS

1. Provide guidance and assistance to classroom teachers.
2. Participate in and plan in-service programs.
3. Identify and diagnose reading difficulties.
4. Introduce and provide new materials and multi-media approaches.
5. Engage in corrective and remedial work with students.
6. Assist with grouping and classroom organization.
7. Give classroom demonstrations in reading.
8. Serve as a resource person to principal in coordinating the school's reading program.
9. Coordinate total program offerings.
10. Initiate and coordinate action-research and experimentation.
11. Evaluate reading materials and programs.
12. Administer readiness and individual tests to students.
13. Interpret reading program to community.
14. Provide materials, ideas, and suggestions for enrichment for able students.
15. Develop and revise reading curriculum.
16. Hold conferences with teachers, parents, and guidance department.
17. Select and purchase materials for reading program.
18. Coordinate remedial and corrective reading programs.
19. Observe the classroom reading program.
20. Supervise the reading program.
21. Acquaint teachers with professional literature.
22. Establish a unified course of study or sequence of skills.
23. Relate reading to study skills in content areas.
24. Evaluate textbooks.

Recommendations

Members of the Status of Reading Programs Committee met on February 29, 1968. At this meeting, the results of the Survey were discussed. At the regular meeting of the C.A.R.R., March 22, 1968, the membership discussed the recommendations of the committee and the recommendations of the membership of the Status of Reading Committee. On the basis of the analysis by the Committee and membership, the following recommendations were made and adopted.

#1 Duties of Reading Personnel

It is hereby RECOMMENDED that communities seeking to organize and/or improve their current reading programs should adopt the following definitions of positions in the reading field:

- **Special Teacher of Remedial and Corrective Reading**

  The Special Teacher of Remedial and Corrective Reading instructs individuals or small groups whose reading ability is less than their reading capabilities in an attempt to improve their reading performance.

- **Special Teacher of Developmental Reading**

  The Special Teacher of Developmental Reading instructs pupils whose reading ability is commensurate with their reading capabilities in the attempt to continue further development in their reading performance.

- **Reading Consultant**

  The Reading Consultant provides leadership and assistance for school staff members in order to coordinate and promote the success of all aspects of the school reading program (developmental, corrective, remedial).

■ **Reading Supervisor/Coordinator/Director, K-12**

The Reading Supervisor/Coordinator/Director, K-12 coordinates, provides leadership and evaluates the entire school reading program including its reading teachers and other school staff members, its organization, its materials and facilities, and its goals in order to insure the strongest reading program possible for all students in the school system.

#2 Number of Reading Personnel Needed by Schools

It is hereby RECOMMENDED that the work load for the positions outlined in Recommendation #1 above be established as follows:

■ **Special Teacher of Remedial Reading**

Providing that all students whom this teacher instructs (usually individually or in groups of fewer than five) are in one school, the Special Teacher of Reading can effectively handle no more than sixty-five students with remedial reading problems; if these students are in several schools, the case load of the Special Teacher of Reading should not exceed fifty. If the reading teacher is also expected to do consulting work, this load should be reduced.

■ **Special Teacher of Corrective Reading**

If students with corrective reading problems must be handled individually or in small groups, the number of students assigned to a corrective teacher should approximate the number assigned to a remedial teacher (although it may be increased by ten students in each case); if students can be instructed in class groups (not to exceed fifteen students per class), the teacher should be assigned no more than four corrective reading classes per day.

■ **Special Teacher of Developmental Reading**

When developmental reading is taught in separate classes (usually in departmentalized schools), each class group should not contain more than twenty students and each teacher should not be assigned more than four classes per day.

■ **Reading Consultant**

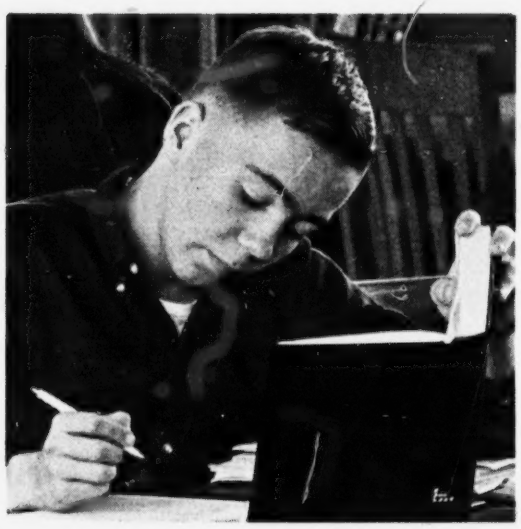
In schools with self-contained classrooms, the ratio of reading consultants to classroom teachers should be one consultant for every thirty teachers; in departmentalized schools, there should be one reading consultant for every thirty teachers in the combined areas of English, mathematics, social studies and science (specific mention of these four subjects does not preclude the possibility of the consultant working with personnel in other areas of the curriculum) ; at the senior high level, initially there should be a minimum of one reading consultant per school with other reading staff additions at this level later on.

■ **Reading Supervisor/Coordinator/Director, K-12**

Each school system should have a reading supervisor K-12 to coordinate, provide leadership, and evaluate the entire reading program, including its reading teachers and other school staff members, its organization, its materials and facilities, and its goals in order to insure the strongest reading program possible. This does not preclude the hiring of an Assistant Supervisor when the need dictates.

#3 Salary for Reading Personnel

It is RECOMMENDED that the pay guidelines cited below be adopted for all fully certified reading personnel as follows:



■ **Special Teacher of Remedial, Corrective or Developmental Reading**

The Special Teacher of Remedial, Corrective or Developmental Reading should receive at least five per cent more than a teacher in his school system who has an equal number of credit hours in training and years of experience.

■ **Reading Consultant**

The Reading Consultant should receive a salary comparable to that given to a school principal in his school system who has an equal number of credit hours in training and years of experience.

■ **Reading Supervisor/Coordinator/Director, K-12**

The Reading Supervisor/Coordinator/Director, K-12, should receive an annual salary comparable to that given to a Director of Curriculum or an Assistant Superintendent for Instruction in his school system who has an equal number of credit hours in training and years of experience.

#4 Non-Certified Personnel

According to this Survey, it appears that several school systems are hiring non-certified personnel. There is a need for an organization such as C.A.R.R. to investigate this situation. In the meantime, it is RECOMMENDED that non-certified personnel be urged to enroll in a program leading to certification. It is also RECOMMENDED that prior to certification these non-certified people work under the guidance and direct supervision of the Reading Consultant.

#5 Dissemination of This Report

It is RECOMMENDED that C.A.R.R. send a copy of this report to each Superintendent of Schools in Connecticut and that it make additional copies of the report available upon request to interested individuals.

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